

Catch-up Premium Strategy 2020-2021

School's name	Crich Junior School		Date	March 2021
School's universal catch-up premium fund (total amount)	£6,080 in total for year		Number	Percentage
Total number of pupils on roll	NOR = 82	Pupils eligible for the pupil premium/ disadvantaged	26	32%
		Pupils eligible with SEND	3	3.7%
		Pupils eligible who are LAC and/or PLAC	2	2.4%
National Tutoring Programme	Tutors - FTE= £n/a		Academic Mentors – FTE = £n/a	

Barriers	
Academic	
1.	<i>Some children lack independent skills(including practical skills)</i>
2.	<i>Some children's strategies for problems solving are limited.</i>
3.	<i>Some children have not made expected progress in reading skills.</i>
Behaviour and Attitudes	
4.	<i>Some children have low resilience to difficult and/or new tasks.</i>
5.	<i>Some children cannot, motivate themselves to engage in, and improve, their learning.</i>
Personal development (including social and emotional health and wellbeing)	
6.	<i>Some children are anxious about school relationships/friendships, which effects self-esteem, self-worth and resilience.</i>
7.	<i>Some children are worried about 'lost learning' which effects self-esteem, self-worth and resilience</i>
Date(s) of review(s) and impact of catch-up premium funding:	Autumn: N/a Spring: HT and Staff Summer: HT and staff

Catch-up Premium: Academic Objective 1: To improve children's independent skills.

Reasons for the approaches taken: Children's organisational skills, ability to work independently **and risk taking are** noticeably declining. Learning will be deeper and more efficient with increased independent skills. The children's self-esteem will increase as well as they feel they have more skills and therefore more worth. We want to create a culture where "children can do that instead of an adult."

Success criteria – children are able to complete a wider range of tasks independently and without being asked.

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
1	<i>Children carry out a wide range of practical tasks around school</i>	<i>1. Timetable increased time for practical activities including Forest school, gardening, knex, cooking 2. Instil a culture where everyday tasks are given to children. Load the dishwasher, unpack parcels and further actions class jobs/monitors</i>	<i>Initially till July and review Staff meetings and Inset message how can the children help around</i>	<i>HT and staff Half termly pupil progress meetings</i>	<i>None, resources and training from other budget streams</i>

Catch-up premium plan: Academic Objective 2: To improve children's problem solving strategies.

Reasons for the approaches taken: The principles of metacognition, which enhance all future learning, are best suited to problem solving activities. Also by completing successfully more and more problems children's self-esteem and ability to solve more in the future are improved. Click [link](#) for detailed reasons

Success criteria –to embed the principles of metacognition in the children through problem solving.

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
2	<p><i>Child know and use metacognitive principles in a range of problem solving tasks. Child will be able to verbalise their strategies using plan-do- review.</i></p>	<p><i>Staff training metacognition strategy</i></p> <p><i>Assemblies to model using the strategy.</i></p> <p><i>Targeted lessons using HT to model the strategy with staff</i></p> <p><i>Increase variety of problem solving tasks through KNEX</i></p> <p><i>Stop motion animation</i></p> <p><i>Maths problems</i></p> <p><i>Forest schools</i></p>	<p><i>March 2021 HT,CT,TA</i></p> <p><i>HT</i></p> <p><i>HT/CT/TA</i></p> <p><i>All staff</i></p>	<p><i>HT and Staff pupil progress meeting</i></p>	<p><i>See barrier 5 for funding for part of this overall scheme</i></p> <p><i>All other funding including training from other funding streams</i></p>

Catch-up premium plan: **Academic Objective 3: To accelerate children’s reading development to their expected level.**

Reasons for the approaches taken: Concerns that children have not been reading at home during the lockdown period and have missed the daily practice of reading. Extra daily reading sessions to be timetabled with targeted children

Success criteria – the child will have made the expected progress (in months)in reading fluency from their prelockdown Salford test score.

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
3 <i>Some children have not been reading as frequently over the Jan-March lockdown/partial school closure.</i>	<i>All children will have made expected progress in reading from Sept2020 to July 2021. Use of Salford test to show at least expected progress for the school year</i>	<i>Salford test all children and use previous data to identify children who have not made progress Identified children to receive 1:1 daily reading sessions with TA Test comprehension skills using PIRA</i>	<i>Identify all children by March 19th Review progress half termly Children caught up by July 2021 Easter, May and July</i>	<i>HT and staff at pupil progress meetings. CT and TA ongoing</i>	<i>Additional TA hours 9 hrs per week for 15 weeks £1,900 part funded from PP (£1000)</i>

Catch –up premium plan: **Behaviour and attitudes Objective 4:Improve children’s ability to complete difficult/new tasks**

Reasons for the approaches taken: Embed use of Metacognition principles across the curriculum. Click [link](#) for detailed reasons

Success criteria – children develop their own strategies for problem solving and apply this to difficult/new tasks.

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar

4		<p><i>Children able to use proven strategies to attack difficult/new tasks with confidence. Child will be able to verbalise their strategies using plan do review.</i></p>	<p><i>Staff training metacognition strategy</i></p> <p><i>Assemblies to model using the strategy.</i></p> <p><i>Targeted lessons using HT to model the strategy with staff</i></p> <p><i>Increase variety of problem solving tasks through KNEX</i></p> <p><i>Stop motion animation</i></p> <p><i>Maths problems</i></p> <p><i>Forest schools</i></p>	<p><i>March 2021</i> <i>HT,CT,TA</i></p> <p><i>HT</i></p> <p><i>HT/CT/TA</i></p> <p><i>All staff</i></p>	<p><i>HT and Staff pupil progress meeting</i></p>	<p><i>See barrier 5 for funding for part of this overall scheme</i></p> <p><i>All other funding including training from other funding streams</i></p>
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Catch –up premium plan: **Behaviour and attitudes Objective 5:Enable children to self-regulate their learning.**

Reasons for the approaches taken: Embed the use of Metacognition principles in school. Click [link](#) for detailed reasons

Success criteria - to embed the principles of metacognition in the children through problem solving. Children verbalise how they learn/problem solve.

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
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5		<i>Children will know and use the metacognition principles and become leaders for rolling out stop motion activities with other children</i>	<i>Small group work with designated CT to work on KNEX and Stop motion tasks building collaboration and children to become leaders on roll out to other children</i>	<i>March to July Identify and start programme week beginning 8th March Charlotte Crellin to deliver the programme</i>	<i>HT, CC and later staff in PPM</i>	<i>16weeks x supply =£4,720 Resources stop motion apps £55 KNEX kits £400</i>
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Catch-up premium plan: **Personal development Objective 6: Children to have healthy and happy relationships with peers and staff.**

Reasons for the approaches taken: Increase the amount of practical collaborative and fun problem solving tasks in school. Click [link](#) for detailed reasons

Success criteria – Improved relationships and self-esteem in identified children

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar	
6		<i>Children will be happy learners and form healthy friendship groups and relationships. Use Boxall profile with identified children in March and July</i>	<i>Identify children who are anxious or struggling with friendships Small group work with designated CT to work on KNEX and Stop motion tasks building collaboration and children to become leaders on roll out to other children</i>	<i>March to July Identify and start programme week beginning 8th March Charlotte Crellin to deliver the programme</i>	<i>HT, CC and later staff in PPM</i>	<i>16weeks x supply =£4,720 Resources stop motion apps £55 KNEX kits £400</i>

Catch-up premium plan: **Personal development Objective 7.Children to understand how they will move forward their own learning over time.**

Reasons for the approaches taken: Embed Metacognition principles across the curriculum. Click [link](#) for detailed reasons

Success criteria – children can articulate their own processes of learning through solving problems and use the strategies taught throughout their learning

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
7	<i>Children know, use ,articulate and continue to use metacognition principles throughout their learning and know this will accelerate their learning</i>	<i>Embed principles across the school through a variety of practical and academic problem solving activities through all the strategies mentioned in this document</i>	<i>March to July for initial training and teaching Review and continue from sept 2021</i>	<i>HT and Staff at PPM half termly</i>	<i>None</i>

Review of the impact of the strategy					
		How the money was spent: Barriers and actions taken to overcome them.	The impact of the strategy: To what extent the barriers were overcome. To include outcome data.	Lessons learned: What did/did not work and why.	
1.	Ac.	<i>Brief recap for each barrier.</i>	<i>Note the efficacy of the interventions and the extent to which the barriers were overcome. Evidence with data where appropriate.</i>	<i>Identify the approaches that were successful. Explain why they achieved the desired outcome. Identify the actions that were not successful. Explore what went wrong and determine whether it was the approach or the implementation that led to this outcome.</i>	
2.					
3.					
4.	B A				
5.					
6.	P D				
7.					